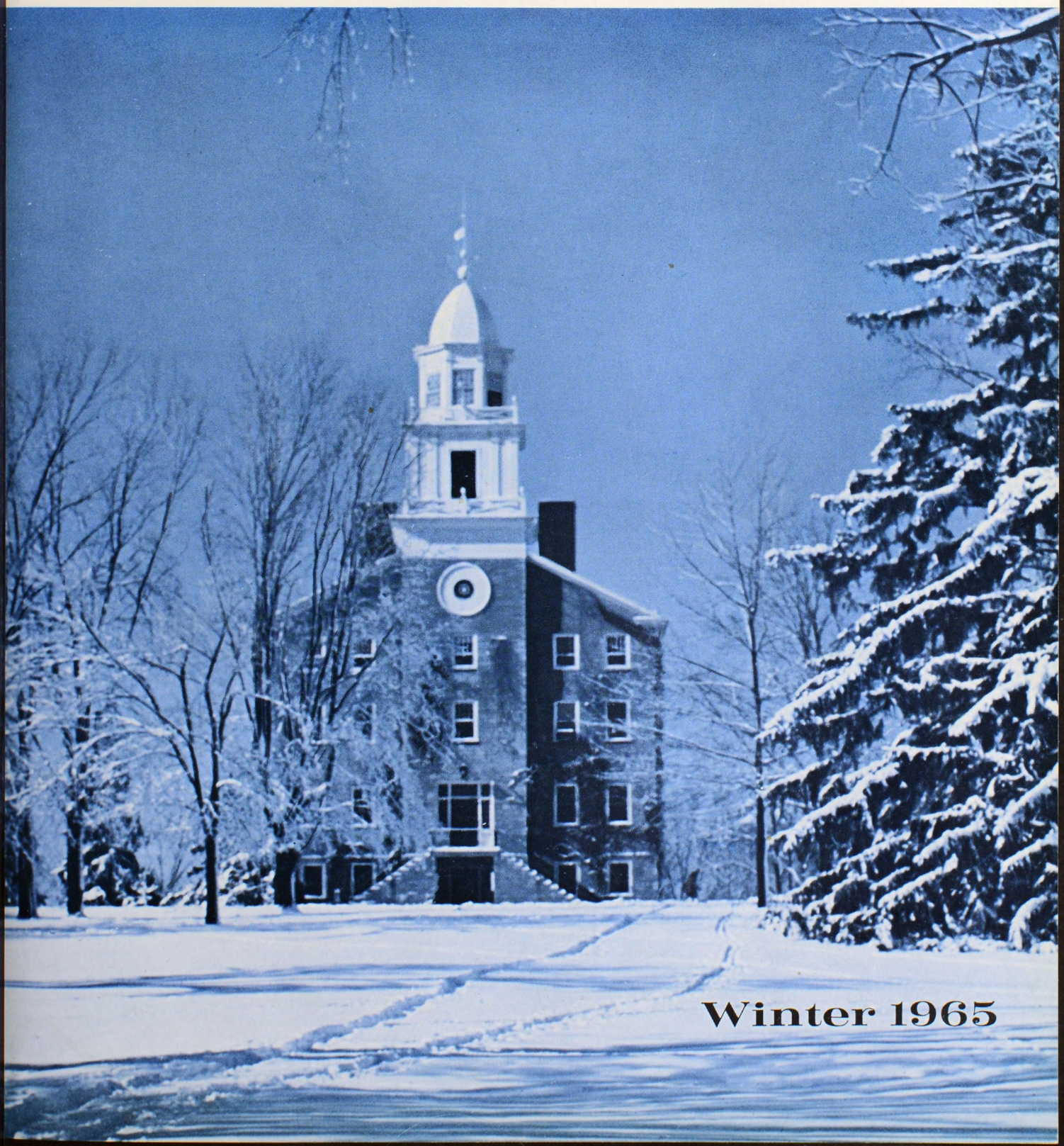
MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends



Winter 1965

Gifts to the 1964-65 Parents Fund totaled $47,488.07 as of February 1, 1965. This gratifying mid-term report resulted from the gifts of 320 parents of Middlebury undergraduates and graduates.

Among the speakers scheduled to participate in the Middlebury College Conference, March 19-20, are: Dr. Morton H. Fried, Department of Anthropology, Columbia University, East Asian Institute; Dr. C. Martin Wilbur, Department of Chinese History, Columbia University, East Asian Institute; and Dr. Wing-tsit Chan, Department of Chinese Culture, Dartmouth College. Two more speakers will be selected to participate in the discussion of "The Many Faces of China". Students arranging for the Conference include: Jane Corbett and Richard Kennedy, co-chairmen; Susan Stithman, secretary; Paul Witteman, treasurer; and Carolyn Curtiss, publicity chairman.

With the installation of a third pomalift to replace a beginners' rope tow, the Middlebury College Snow Bowl is now a complete pomalift area with a total uphill capacity of 2,700 skiers. The new lift is located in the Ski School area of the Bowl, in the northwest section, behind the Neil Starr Shelter. Imported from France, it is a new model designed and tested abroad last year, and only recently put on the market. It is 625 feet long, with a vertical rise of 122 feet, and can accommodate 700 skiers per hour. The Bowl's longest pomalift, 3,185 feet was installed in 1954, and last year the College added a 1,700-foot pomalift in the Battell area.

On the cover of this issue of Your Family and Middlebury is shown a winter view of Old Chapel, one of the oldest buildings on the campus. When Old Chapel was completed in 1846, the editor of the Middlebury Free Press wrote: "It is gratifying to the friends and patrons of this institution abroad to learn that another collegiate edifice is now completed. It is situated south of the wing erected in 1815 (Painter Hall), is built of greyish limestone and contains in addition to the private apartments of the officers the following public rooms: a chapel, library, mineralogical cabinet, six recitation and three lecture rooms and an astronomical observatory." Today Old Chapel is used for administrative offices.

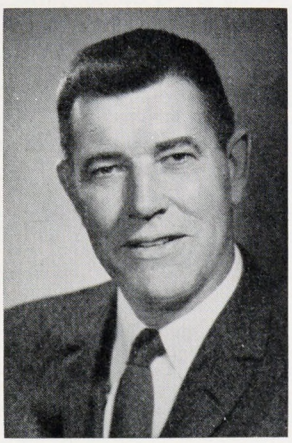
Automation is coming to the Egbert Starr Library in the form of three new machines, one already installed and two others soon to be obtained. The new equipment, including a microcard reader, a microprint machine and a photo copier, will make a more extensive collection of research materials available to library users. Under a $1,000 grant from the Association of College and Research Libraries, the library will receive a Mark VII Microcard reader and $500 worth of microcards. On each 3" by 5" card, 32 pages of printed material are recorded; the reader serves to enlarge each card to an easily readable size. This new machine will enable the library to acquire important sets of research materials.

YOUR FAMILY AND MIDDLEBURY, Winter, 1965, Vol. 9, No. 2, George H. Huban, Editor, Published quarterly, Fall, Winter, Spring, and Summer by Middlebury College, Middlebury, Vermont 05753. Editorial Office is at Old Chapel, Middlebury College. Second Class postage paid at Middlebury, Vt.

The College

Parent Elected College Trustee

Paul John Kruesi, Jr., of Signal Mountain, Tenn., an industrialist and a parent of an alumnus and a member of the Class of 1968, has been elected to the Board of Trustees of the College, Egbert C. Hadley, chairman of the board, has announced.



Paul J. Kruesi, Jr.

Mr. Kruesi has had eighteen years' business experience in the fields of metallurgy and ceramics. He served as president of the Southern Ferro Alloys Company for ten years and was president and major owner of American Lava Corporation for five years, and as a consultant one year, retiring in 1954 after its sale.

The new Middlebury trustee is a member of the Board of Hamilton National Bank, Chattanooga, Tenn. He has also served as a member of the Hamilton County, Tenn. Board of Education.

Mr. Kruesi attended the University of Tennessee, but later transferred to Union College, Schenectady, N. Y., where he earned his A.B. degree in 1937. He is a member of the American Chemical Society and Sigma Alpha Epsilon fraternity. Social clubs include the Mountain City Club of Chattanooga, and the Blue Springs Hunt Club. His daughter, Mrs. John Weeks, the former Marion Starr Kruesi, is a 1964 graduate of Middlebury, and his son, Paul John Kruesi, III, is a freshman at the College.

"Books of Merit"

Your attention is invited to a special book review insert included in this issue of YOUR FAMILY AND MIDDLEBURY. It is entitled *Books of Merit* and will be published periodically. The editor is Dr. David J. Littlefield, Assistant Professor of English, and the insert contains reviews written by members of the faculty.

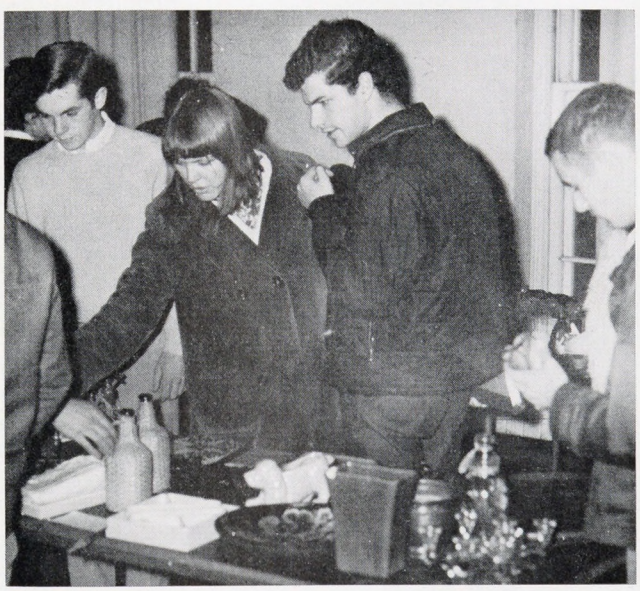
Commenting on *Books of Merit*, Dr. Littlefield said: "The goal of this new publication is simple and clear. It seeks to keep our alumni in touch with the intellectual life of the College through the medium of books which interest the faculty and which the faculty thinks will interest the alumni.

"A faculty book review for alumni testifies to our faith that education is a continuing adventure of the mind both for faculty and for alumni, and that together we comprise the community of active, independent intelligence upon which the life and growth of Middlebury College depends.

"Books reviewed in this issue were selected by the faculty from the broad spectrum of books—for the most part new, or recent, or recently re-issued—of interest to educated men and women who are committed to a continuing, thoughtful assessment of the life, art, and issues of our times and culture. Substantive paperbacks are reviewed as well as hardbound books.

"We will appreciate comments from readers on this faculty effort," Dr. Littlefield concluded.

Students Raise Funds by Auction



Prospective student bidders inspect items before the bidding started at the "Students for Ford" auction held earlier in the college year.

The "Students for Ford" raised $600 in their "good-Old-Fashioned furniture auction," Virginia Neeley, '66, organizer of the group reported to YOUR FAMILY AND MIDDLEBURY.

This auction was the second student effort to earn money for the Ford Foundation Matching Grant. As part of its fund-raising activities the group sponsored a faculty panel discussion.

The items on sale at the auction, donated by faculty members and their wives, ranged from a buffalo hide, two refrigerators, and a stove, to an oil-burning lamp and faculty paintings.

Miss Neeley commented that "the gym was full" most of the evening; she estimated that 200 people attended. Up to $30 was obtained for a single item.

The student group, which has so far raised $630 for the Ford fund, may sponsor a similar auction in the spring.

The Middlebury College Challenge Fund

The announcement in early February of the $6,600,000 Middlebury College Challenge Fund has resulted in interested questions from parents and friends of the College. Answers to the most frequent inquiries are here reported for YOUR FAMILY AND MIDDLEBURY readers.

Question *Answer*

What must be our average size gift to achieve the $6,600,000 goal?

Success will require many contributions in varying gift ranges. Studies of similar size programs by other colleges indicate the following gift table required to assure a $6,600,000 goal

2 gifts of	$1,000,000 and over	$2,700,000
9 gifts of	100,000 to 999,999:	1,700,000
55 gifts of	10,000 to 99,999:	1,200,000
300 gifts of	1,000 to 9,999:	650,000
3500 gifts of	10 to 999:	350,000
	TOTAL	$6,600,000

The Ford Foundation Challenge Grant of $1,700,000 when earned by matching it two for one will help very significantly in the required top gift range. Generous support in each range must be achieved for total and complete success.

Although the printed announcement presented the program effectively it was not very specific as to the timing and duration of the Challenge Fund. What is happening now and when can I expect to be solicited?

The program started with a Trustees' Nucleus Fund contribution of $725,000 (well over 10% of the $6,600,000 goal) to launch the Middlebury College Challenge Fund effectively. This gratifying result was achieved in the closing months of 1964 by personal solicitation of each trustee and emeritus trustee by a member of the Trustee's Nucleus Fund Committee, under the leadership of Fred P. Lang '17.

Now a major gifts committee headed by Paris Fletcher, '24, is seeking gifts in the $10,000 and up range. This group's work is being supplemented by a Foundations Committee led by Dr. Raymond J. Saulnier, '29 and a Corporations Committee under the chairmanship of Foster R. Clement, Jr., '27.

Active efforts to seek the generous support of the program by the entire Middlebury College constituency will commence in September. The first half of 1965 will be required to enlist and organize effectively the large numbers of dedicated volunteers required to take the case for the Middlebury College Challenge Fund to Middlebury alumni, alumnae, parents, and friends everywhere. Pledges may be made payable over a three year period.

Will the Parents' Fund continue during the Middlebury College Challenge Program?

The Parents' Fund will be inactive for the year running from July 1, 1965 to June 30, 1966. Since the 1965–1966 College year embraces that period during which all parents and friends will be asked for capital gifts to the Middlebury College Challenge Fund, it seemed wise to suspend regular annual giving for this brief interval. Doing so will prevent the confusion resulting when two funds run simultaneously.

Why is the Challenge Fund headquarters office located in New York?

New York City is the area with the largest potential of Middlebury support at all levels and from all sources. Greater New York embraces the College's largest single concentration of alumni and parents. Most of the Foundations and Corporations whose aid will be sought are located in New York.

Particularly important is the need to have the headquarters office located where it can most effectively assist the National Campaign Chairman, Arnold R. LaForce, '35, and other key volunteer workers.

The Middlebury Student

Education By INITIATIVE

By Howard B. Tolley, Jr., '65

UNBELIEVABLE as it may sound to those professors correcting final examinations in February, Middlebury students have made a conscious effort to supplement their assigned readings with sources outside the syllabus. Incredulous skeptics can still point to class-cutting ski enthusiasts each Saturday morning, while few professors will testify that they've been deluged with requests for additional reading materials. Yet student interest in the educational life of the college has been on the increase. How?

First, through the traditional method of formal classroom sessions. Last September an enterprising sophomore started a class in Chinese. Twenty students turned out for the opening lecture and the course is still meeting weekly. This semester a second student-professor has begun tutoring his fellows. A senior philosophy major is giving a course in his favorite writer, Alfred North Whitehead.

Yet most students have used their initiative to find education in a different form. In what Middlebury's President James Armstrong has termed the "para-curricular" area of college life the student learns from discussions, concerts and guest lecturers. Middlebury has experienced a sudden increase in social and cultural events over the past years, ranging from a faculty panel on the Cuban crisis to an afternoon of poetry reading by a member of the English department. Perhaps better known are the two student-run conferences which bring a number of noted lecturers to Middlebury each year.

Prior to the annual Religion Conference students consider contemporary theological issues and, during a series of lectures and discussions, pose their questions to authorities in the field. This fall, Dr. John Smith, chairman of Yale's philosophy department, spent three days on campus asking "Has the Death of God Been Exaggerated."

Normally four speakers are invited to debate a problem of current importance for the annual student-organized Middlebury Conference. Topics range from "Man made Man," discussed by a panel of top scientists last spring, to "Red China," subject of this year's conference in March.

The Board of Governors, a committee of nine students coordinating events in Proctor Hall, has answered Middlebury's need for quality lecturers throughout the year. A total of five speakers will appear under the auspices of the Board's "Celebrity Series" this year bringing diverse views of national and international concerns to the local campus. Two years ago the Board sponsored an afternoon lecture by Secretary of State Dean Rusk. BOG's Civil Rights Conference last April presented students with both sides of the controversial national rights movement.

Opportunities for education outside the classroom extend beyond the para-curricular activities of lecturers and conferences to the daily events of college life. For many, the most important exchange of ideas in the residential college can occur during the dinner hour or in the dormitory.

Middlebury's Civil Rights Group and student government have been concerned with improving their informal education this year. Believing that students with different backgrounds bring a variety of thoughts and ideas to the College the Civil Rights Groups visited over forty high schools during the Christmas holidays in an effort to attract more Negroes to Middlebury. The student recruiting campaign complements a (*Please turn to page 20*)

Howard Tolley—a dean's list student and a history major—is doing an honor's thesis on West African Education. He is Editor-in-Chief of *The Campus* and a member of the Student Educational Policy Committee. Last year he served as president of the debate team. After graduate school he plans to teach and then go into educational administration.

Middlebury's Long-Time Faculty

MISCHA H. FAYER

MISCHA H. FAYER was born in New York City but was educated in Russia where his parents took him at the age of two. Upon his return to the United States Dr. Fayer attended the University of Minnesota and secured the B.A. and M.A. degrees. He obtained his Ph.D. from Columbia University. His doctoral dissertation, *Gide, Freedom and Dostoevsky*, was hailed by the Nobel Prize winner, André Gide in a letter to the author as "perhaps the best work ever written about me." Dr. Fayer also studied at the Sorbonne, Claremont Colleges, and the University of Southern California.

Dr. Fayer is head of the Russian Department and Director of the Russian School and the Institute of Soviet Studies. After teaching in various collegiate institutions, Dr. Fayer came to Middlebury in 1943 to introduce the teaching of Russian. He organized the Russian Department with offerings leading to a major. Many Middlebury students have since majored in Russian and are now using the language in research, in government jobs, and in teaching at the high school or college level. In 1945 Dr. Fayer organized the Russian School which enjoys a high reputation for the excellence of its courses and its pioneer work and leadership in the field of Russian studies. In 1958 Dr. Fayer organized the Institute of Soviet Studies with the aid of a Rockefeller grant. Additional grants from the Rockefeller Foundation helped improve and expand the offerings of the Institute. The program of Russian Studies at Middlebury makes it possible for a student to start Russian as a beginner and to complete his work for a doctorate in Russian.

Dr. Fayer has traveled extensively abroad, has visited the Soviet Union twice, and has written and lectured widely on Soviet Russia. He is the author of *Simplified Russian Grammar*, a textbook for college students, which has gone through several editions and is used in many colleges and universities. He is also the author of *Basic Russian, Volume I and II*, a textbook for high school students, used widely in the United States and in Canada.

Commenting on the teaching of foreign languages, Professor Fayer said: "Throughout my teaching career I have tried to dispell many false notions about foreign languages. One of them is the notion that Russian is a difficult language. This view is usually held by people who never studied Russian or by those who would find any foreign language difficult to master. Russian is an Indo-European language and can be learned as easily as any of the other foreign languages commonly taught in our schools.

Professor Fayer

"The second notion is that Americans are less gifted than Europeans in learning foreign languages. This is sheer invention, and I speak on the basis of close observation of the methods and the results in the field of language teaching in many foreign countries. (*Please turn to page 20*)

The Faculty Recommends . . . books of merit

MIDDLEBURY COLLEGE

WINTER 1965

VOLUME 1 NUMBER 1 • DAVID J. LITTLEFIELD, EDITOR

America: Past and Present—Mind and Milieu

ROY F. NICHOLS, *Blueprints for Leviathan: American Style*, Atheneum, 1963, $6.50.

The great popular vogue of the American Civil War has noticeably—and perhaps thankfully—subsided in recent years, but its varied legacy endures. Commemorations and costumed pageants aside, we are still met, as it were, to reexamine if not to dedicate portions of that huge battlefield; and it is, as it was for Lincoln, altogether fitting and proper that we should do this.

For the legacy is peculiarly haunting. The issues have lost none of their relevance. Merely to list the unsettled relationships at stake is sufficient: between white and Negro, state and nation, town and country, citizen and government, business and politics, majority and minority, civilian and military, corporation and individual. To be sure, the war settled none of these problems. But it did bring us face to face with them, as never before, and neither the problems nor our attitudes toward them have ever again been quite the same.

Behind these questions, finally, is the perpetual search for our identity as a society and as a people; not least of the anxieties that have dogged our history is that of wondering precisely who and what we are—and this quest, too, must cross the uncertain proving-ground of 1861–65.

In *Blueprints for Leviathan*, a thoughtful scholar has examined the war from a new perspective. Professor Nichols sees it "as part of an ancient pattern rather than as an isolated incident, as a part of a long contest rather than as a struggle merely of moment in mid-nineteenth-century United States." His larger context is political, spanning eight centuries. He outlines the process by which the Anglo-American community sought to design, improve, and operate a constitutional mechanism—the Hobbesian "Leviathan"—that would substitute order for force and rest essentially upon the consent of the governed. Although this process included periodic resorts to violence, a workable Leviathan gradually evolved in Britain (and after 1600 in America) through a complex accretion of written agreements, covenants, laws, compacts, charters, and constitutions.

The American version, utilizing English heritage and almost two centuries of colonial experience, took form during the Revolution and produced a Leviathan with several noteworthy innovations: an explicit blueprint, rather than the unwritten, unplanned British mechanism; a carefully balanced federal system; and an ingenious procedure for the creation of new and equal states within the federal structure.

This last device kept the republic "flexible and vital" through a continuous self-renewing process, as a host of territories—"the seedbed of American self government"—achieved statehood between 1790 and 1850. But continental expansion and rapid social and economic change demanded frequent constitutional readjustment, and the efforts proved insufficient. "In expanding societies there may on occasion come a time when growth exceeds the capacity to govern."

Two irreconcilable schemes for readjusting Leviathan emerged after 1850. The North, through the new Republican Party, demanded a readjustment that would reflect its growing numerical preponderance and satisfy its varied economic desires. The South, fearing engulfment and ruin, demanded a system that would perpetuate the political power it had hitherto enjoyed. A generation blinded by Romantic stereotypes and moral absolutes could find no basis for compromise. Upon Lincoln's election the Gulf states seceded, albeit less out of genuine desire for separation than in hopes that their new Confederacy would form the basis of an eventual reconstruction of the Union on Southern terms. The North would neither accept these terms nor permit the separation—and the war came.

Mr. Nichols then compares the wartime political operations of the Confederate and Union "Leviathans." Despite military achievement the Confederacy floundered politically, while Northern leaders prosecuted a vigorous war effort, destroyed slavery, and simultaneously provided subsidies long demanded by certain groups: free homesteads, railroad and college land grants, protective tariffs, a national banking system. Explaining the Union triumph in terms of superior political skill rather than manpower and resources, the author stresses psychological factors. Love of Union engendered a zeal in the North that helped its leaders surmount all challenges and guide the nation to victory, while a subconscious but ineradicable love of this same Union, even as they fought it, eroded the Confederacy's political talent and underwrote its ultimate failure.

The final chapter describes the "new Leviathan" that emerged after 1865. The federal system was preserved, yet the national government was greatly strengthened, and the Fourteenth Amendment defined a new concept of national citizenship. "The old sense of local rights, the privilege of independent state action, of community autonomy, had been superseded by a sense of superorganization and a

concept of it as an instrument of power that demonstrated its superior capacity to bring pride and gratification."

This is an ambitious volume, and its demands are heavy. It deals with a complex problem in complex fashion, ranging widely beyond conventional political themes into psychological, sociological, and cultural areas. The background knowledge it presumes may send hazy memories scurrying to textbooks for refreshment, and it requires both concentration and reflection. But such efforts are amply rewarded. Although few will agree with every conclusion, Mr. Nichols offers penetrating insights and pursues a challenging theme.

For his concern is deeper than the Civil War. While denying that history repeats itself, he feels that the conflict offers lessons for the present. He sees a similarity between the dramatic new horizons of this generation—in space, genetics, thermonuclear power—and those of 1860, when Americans had "a vast continent largely unpossessed but very rich in unrealized resources and opportunities . . . new sources of power, new population and new treasure." At times in history, he adds, men "release force and accumulate energy beyond their intellectual power to control." Our ancestors resorted to war, having briefly lost the cumulative Anglo-American skill at readjusting Leviathan in response to change. Only by unremitting and thoughtful application of this skill may we continue to demonstrate that "in the art of government the pen can be mightier than the sword, that in the mind of man rather than in his arm may be found his salvation." The author's challenge is neither easy to meet nor possible to ignore. —William B. Catton

Mr. Catton is Associate Professor of History.

Richard Hofstadter. *Anti-intellectualism in American Life*, Knopf, 1963, $6.95.

While this book was generated initially by the anti-intellectual attitudes that emerged in "the political ferment and educational controversy of the 1950's," it has been ten years in the writing and it has a new and special relevance today: anti-intellectual attitudes have enjoyed a powerful resurgence in the politics of the right, and are a factor in the divisions that currently fragment the Republican Party. Mr. Hofstadter, who is De Witt Clinton Professor of American History at Columbia, begins with a history of anti-intellectual attitudes and their sources in American life; thus his book is also a history of intellectuals and how they have fared in our culture.

He writes first of the educated Puritan clergy, whose religious fervor was a quality not just of the heart but of the mind, too. Dissent was possible for these men. As dissenters and critics they performed one of the characteristic intellectual functions, and in many instances they were able to bring about the transformation of their environment. Moreover, the best of the Puritan intellectuals could be, on occasion, playful in their manipulation of ideas. Playfulness, dedication to the life of the mind, and dissent are characteristics of the functioning intellect. The Puritan clergy lost its power to what became the primitive evangelicalism of the Protestant sects, an evangelicalism struck through with hostility toward intellect and intellectuals. Mr. Hofstadter traces and documents the evangelicalism, showing the extraordinary continuity of its anti-intellectual bias down to the twentieth-century fundamentalists. He sees in evangelicalism and in fundamentalism a tendency to obliterate distinctions; in political life this means that the fundamentalist cannot accept the necessity for compromise, for he views politics as a Manichaean battleground where good struggles with evil. Then Mr. Hofstadter turns toward the secular and writes of the Founding Fathers as an intellectual élite closely involved in politics. A patrician class, it lost its power to an egalitarian movement when the qualities of the speculative mind were seen as evil and dangerous. Next Mr. Hofstadter examines what he calls "The Practical Culture," that is, business and its role as a source of anti-intellectual sentiments. With the rise of the self-made man came the glorification, along with egalitarian sentiments, of common sense and character, and ridicule of intellect, genius, or brilliance.

In the last two parts of his book Mr. Hofstadter's style and mode of presentation change to allow polemic, for he has an axe to grind. In the nineteenth century Americans turned to education as to a religion. But "the belief in mass education was not founded primarily upon a passion for the development of mind, or upon pride in learning and culture for their own sakes, but rather upon the supposed political and economic benefits of education. . . . The truth is that much of American education aims, simply and brazenly, to turn out experts who are not intellectuals or men of culture at all: and when such men go into the service of government or business or the universities themselves, they do not suddenly become intellectuals." In the main, American educational theory from the early nineteenth century to the present has been dominated by pragmatic and egalitarian sentiments. Mr. Hofstadter staunchly establishes the humane values of the liberal-arts tradition as his reference point for educational standards in a democracy. Ironically, of course, he thereby aligns himself with some of the most vehement, anti-intellectual detractors of progressive education in our century, many of them in the universities. Here is dramatized—unwillingly on Mr. Hofstadter's part—one of the dilemmas of the intellectual in America, for obviously Mr. Hofstadter is not himself anti-intellectual. Nevertheless, it is often true that the most telling anti-intellectual criticism is paradoxically furnished by other intellectuals who see themselves as on the side of the angels. Mr. Hofstadter in shaping his history tends to identify as a major source of anti-intellectualism what he calls "the village Protestant individualist culture." The value of this identification is not in its partial truth but in the dramatic framework that it provides for the structure of the book. The conflict between the provincial and the cosmopolitan has some of the characteristics of the Manichaean viewpoint that he associates elsewhere with the fundamentalist mind. There is, then, something fundamental about the intellectual's dedication to the life of the mind.

The conclusion of the book is about one dilemma of the intellectual today. To function coherently as critic and dissenter, the intellectual must preserve some degree of detachment from society. But society in the form of in-

stitutions such as government, the foundation, and the university more and more accepts, absorbs, and even relies upon the intellectual. Mr. Hofstadter does not offer a resolution to this dilemma, for there is none. Nor does it detract from his valuable, well-documented, and important book to disagree with his point that society is the primary and inevitable enemy of intellect. Some of the most potent anti-intellectual criticism comes from the infighting among intellectuals, for dissent and criticism are the identifying attitude and product of the intellect. While there is no pious common ground upon which all intellectuals stand, they share a devotion to the life of the mind that in its intensity is pietistic, religious, and paradoxically fundamental.

Although this is, and intentionally so, a book with a thesis, the objective reader might well come away from it with the general qualification that America's weakness is, after all, at the same time its main strength: our problems, our conflicts, our dissents are what serve, finally, to give us definition as a complex and dynamic culture. Mr. Hofstadter's book has value both as history and as criticism of an aspect of life in America. It is comparable as criticism to books by such other great thesis-shapers of our culture and history as Parrington, Turner, Beard, Brooks, Veblen, and even Dewey. —EDWARD A. MARTIN

Mr. Martin is Assistant Professor of English and Assistant Director of the Bread Loaf Writer's Conference.

A Vanishing America: The Life and Times of the Small Town, edited by Thomas C. Wheeler, Holt, Rinehart and Winston, 1964, $9.95.

At a time when Americans are being constantly reminded of the numerous and complex problems arising out of our urban-industrialization, *A Vanishing America* is a refreshing reminder of our rural-agrarian heritage. It recalls "the vanishing phenomenon of small-town life" in America and is "a hymn to lost simplicity." In it different authors provide accounts of 12 towns representing various geographical areas: upper New England (Middlebury, Vermont, by W. Storrs Lee); the Middle-Atlantic (Pine Grove, Pennsylvania, by Conrad Richter); the Border South (Harrodsburg, Kentucky, by Thomas D. Clark); the Deep South (Holly Springs, Mississippi, by Hodding Carter); the short-grass plains (New Harmony, Indiana, by William E. Wilson; Choteau, Montana, by A.B. Guthrie, Jr.); the head-water region of the Mississippi River (Marine on St. Croix, Minnesota, by James Gray); the semi-desert Southwest (Nacogdoches, Texas, by John E. Weems; Chimayo, New Mexico, by Winfield Townley Scott); the Rockies (Telluride, Colorado, by David Lavender); the Sierra foothills (Red Bluff, California, by Oscar Lewis); and the Northwest rainforest (Forks, Washington, by William O. Douglas).

The local histories are as varied as their geography, yet all remain today relatively small. Some of these communities were settled in the 1600's, others in the late 1800's. Some were settled by Anglo-Americans, others by Spaniards, Germans, Scandinavians, or American Indians. Each author contrasts the rural beauty of the past with the urban ugliness of the present. There is nostalgia for the time when Americans enjoyed an intimacy with nature and held in reverence an agrarian economy tended by virtuous yeomen. There is a nostalgia for Yankee craftsmanship in Vermont, colorful lumberjacks in Washington, cattle drives in Texas, ante-bellum cotton plantations in Mississippi, and the spirit of "man against nature, where faith in strength is instinctive and right" in Colorado.

In 19th century America there were contrasts between regions. The Congregational church in Middlebury was as different from the abode structure of the Catholic church in Chimayo, New Mexico, as the Spanish rancher was different from the Yankee farmer. Today, we are told, regional individuality in America is disintegrating as we become standardized by our own folly. All the authors ask the same question: "In our quest for 'progress,' are we not forgetting the human values and the material enrichment of an earlier heritage?"; "In the process of shaping our environment, are we not destroying permanently a valuable relationship with nature which has influenced our human values in the past?"

Of particular interest to readers of the NEWS LETTER will be the account of Middlebury by W. Storrs Lee, '28, former Dean of Men at the College. Mr. Lee traces the history of Middlebury from the time of the first settlement of Connecticut Yankees to Middlebury's present status as a community specializing in tourism, "homogenized milk and homogenized education." Gamaliel Painter provided the early leadership, Yankee ingenuity provided the skill, and geography added the natural ingredients for a permanent settlement. Mr. Lee is quick to point out that Middlebury's rural charm today is as much the result of local pride as it is the fortune of happenstance.

If in our haste to bulldoze away our natural environment we have forgotten our rural heritage, *A Vanishing America* will serve to remind us how our nation was settled and how rapidly our environment has changed. Less than 100 years ago Choteau, Montana, was a vast frontier area where Indian wars were frequent; today these battlefields sprout Minutemen missiles!

I wonder how nostalgic we shall be when in 50 years we look back on our polluted air and water, scarred forests, diminishing wild life, urban slums, "modern-colonial" architecture and electronic music. It is doubtful we shall write, as Wallace Stegner has in his introduction to *A Vanishing America*, "In these towns, whatever their historical limitations, we were a reasonable species, in balance with the natural earth." —PETER R. DECKER

Mr. Decker, Middlebury '57, is Assistant to the President and a guest contributor to this issue of Books of Merit.

JANE JACOBS, *The Death and Life of Great American Cities*, Vintage, 1963, $1.95.

This book decries the radical surgery now being performed on our American cities under the guise of urban renewal. Jane Jacobs argues that city redevelopment is more than the erection of stainless steel and glass buildings, more than high-rise housing, plazas, and underground parking. For her, redevelopment includes people and the

limited places where they amiably congregate, the sidewalk and the small neighborhood store, for example. She offers a needed corrective to the increasing tendency of city planners and administrators to overlook the human element in planning and redevelopment.

Cities are not merely aggregations of lifeless buildings isolated by acres of concrete; they are intricate organisms, pulsating centers of human enterprise and social relations. The "daily ballet" of the city walkways has an important function:

> A good city street neighborhood achieves a marvel of balance between its peoples' determination to have essential privacy and their simultaneous wishes for differing degrees of contact. . . . This balance is largely made up of small sensitively managed details practiced and accepted so casually that they are normally taken for granted.

"Drinking pop on the stoop differs from drinking pop in the game room," she maintains; and getting advice from "the grocer or the bartender differs from getting advice from an institutional lady who may be hand-in-glove with an institutional landlord." She sees as valuable the role of the small shopkeeper who "dispenses advice on domestic tranquility, the superiority of one ship model kit over another," as well as material goods. She attacks vigorously the fashionable myth that city streets and sidewalks are an inherently evil environment for human beings.

Planners and administrators fail to realize that order and balance is obtained through diversity; in their efforts to achieve architectural utopia planners all too often neglect the social side of the city. Rather than "superblocks," there should be smaller units through which "businesses and residences can flow"; rather than single-use zones, there should be in residential areas "places for human affairs," ground-floor shops, areas for social gatherings, work shops for the interested and the talented. Within the subdivisions of our sprawling cities there is need for "all kinds of diversity, intricately mingled in mutual support."

While some of Mrs. Jacobs recommendations are exciting and creative, others fall short of comprehending the complexities involved in the enormous taks of rehabilitating our cities. Nonetheless, she does develop with care and intelligence forcible, if unorthodox ideas of how a city must be arranged if it is to retain its economic and social stability. Their very unorthodoxy should instigate a re-examination of the existing urban planning principles of tear-down and rebuild. It is a book well worth the sympathetic attention of anyone who resides in or near an urban center.

—Norman W. Ofslager

Mr. Ofslager is Associate Professor of Sociology-Anthropology and Chairman of the Department.

KAFKA ÜBER ALLES

Five German books on Franz Kafka

Klaus Hermsdorf, *Kafka. Weltbild und Roman*, Berlin: Rütten & Loening, 1961, $1.50.

Helmut Richter, *Franz Kafka. Werk und Entwurf* (Neue Beiträge zur Literaturwissenschaft, Band 14), Berlin: Rütten & Loening, 1962, $4.20.

Walter H. Sokol, *Franz Kafka—Tragik und Ironie. Zur Struktur seiner Kunst*, München: Albert Langen—Georg Müller, 1964, $10.50.

Martin Walser, *Beschreibung einer Form. Versuch über Franz Kafka*, München: Hanser Verlag, 1961, 2. Auflage 1963, $2.60.

Kurt Weinberg, *Kafkas Dichtungen. Die Travestie des Mythos*, Bern-München: Francke Verlag, 1963, $14.50.

Die letzten vier Jahre haben uns in den oben angeführten fünf Büchern mehr als 1900 Seiten deutscher Kafkainterpretation beschert. Rechnet man noch das wegweisende Werk von Wilhelm Emrich über Kafka, das bereits 1957 in einer sehr teuren, aber erst 1964 in einer Paperback-Ausgabe (Frankfurt am Main: Athenäum Verlag) erschienen ist (446 Seiten) sowie die angekündigte Arbeit von Heinz Hillmann, die noch nicht im Buchhandel zu haben ist (*Franz Kafka. Dichtungstheorie und Dichtungsgestalt.* Bonn: Bouvier, etwa 200 Seiten), hinzu, so kommen wir auf über 2500 Seiten neuer Kafka-Literatur. Paul Reimann erklärt in einem Artikel 1957 (Weimarer Beiträge 4, 3. Jahrgang, S. 618), dass die "Untersuchung der wirklichen Problematik Kafkas . . . erst in ihren Anfängen" steckt. Interessanterweise stammt diese Feststellung aus der Sowjetzone Deutschlands und wird von Helmut Richter in seinem oben angeführten Buche mit Begeisterung aufgegriffen. Unsere beiden zuerst genannten Bücher kommen aus der Ostzone zu uns, wo man erst in den letzten Jahren sich mit Franz Kafka zu beschäftigen begonnen hat. Als der Berichterstatter im Jahre 1937 in einer wenig bekannten Zeitschrift (Books Abroad) einen kurzen Artikel veröffentlichte, war er der erste auf englisch in Amerika geschriebene über Franz Kafka. Dann aber setzte während des zweiten Weltkrieges eine wahre Flut von Artikeln und Büchern über den im Grossdeutschen Reich inzwischen verdammten Dichter ein. Seitdem hat die amerikanische Germanistik ihren wichtigen Platz in der Kafkainterpretation bewahrt, wenn auch im Nachkriegsdeutschland mit Männern wie Beissner und Emrich hervorragende Kenner erstanden sind. Von den oben genannten Verfassern sind zwei heute an amerikanischen Universitäten tätig, Walter Sokol an Stanford und Kurt Weinberg an der Universität Rochester, und das in vieler Hinsicht bahnbrechende Werk von Heinz Politzer, das englisch geschrieben ist (*Franz Kafka. Parable and Paradox.* Ithaca: Cornell University Press. 1962), entstammt ebenfalls der Feder eines Amerikaners in akademischer Stellung (Universität Kalifornien, Berkeley).

Die Bücher von Sokol und Weinberg sind bezeichnende Gegensätze. Während Sokol, dem Beispiel von Beissner und Politzer folgend, sich strikt an das von Kafka Erzählte hält und aus dem Inhalt und der Erzählweise mit ständigem Bezug auf die andern Werke des Dichters zu einer klaren und überzeugenden, tief schürfenden Interpretation gelangt, knüpft Weinberg an die spekulative Periode amerikanischer Kafka-Kritik an und hat in einer wahren *tour de force* so etwa alles zusammengetragen, was er glaubt, hinter dem gedruckten Wort an rhetorischen

Figuren, Kalauern, Wortspielen in ständigen Verrätselungen entdecken zu können. Alles wird auf die verfallenden Vorstellungen des Religiösen bei Kafka, dessen Judentum ungewiss und schwankend geworden ist, abgestimmt (Untertitel: "Travestien des Mythos"). Dass es dabei nicht ohne Gewaltätigkeit bei der Interpretation abgeht, versteht sich von selbst. Wenn etwa in *Die Verwandlung* von Bier die Rede ist, das die Tochter dem Vater zu bringen pflegt, so heisst es darüber bei Weinberg (S. 281): "Ein leicht alkoholisches Getränk, das bei Kafka für die Ausgiessung des (wahrscheinlich durch das Taufwasser) schon ziemlich verwässerten Heiligen Geistes steht." So geht es über 500 Seiten ohne Unterbrechung, doch steht zu befürchten, dass man am Ende von dem inneren Gehalt der Dichtung Kafkas nicht viel mehr weiss als vorher. Sokol dringt dagegen in klarer und, wie es scheint, fast unwiderleglicher Strukturanalyse zum tiefen Bedeutungsgehalt vor: Gregor Samsa (der 'Held' in *Die Verwandlung*) ist keine Christusgestalt (wie bei Weinberg), sondern ein tragischer Held. Er nennt ihn sogar "einen der tragischsten in der Weltliteratur, weil ihm auch die Menschenwürde, die 'schöne Form' der menschlichen Gestalt versagt bleiben muss." (S. 102)

Sokols Darstellung beruht auf eingehender Untersuchung und genauer Beachtung der Chronologie von Kafkas Werken. Lange Zeit stand die Interpretation der Germanisten im Schatten der Interpretation und Anordnung des ersten Herausgebers Max Brod. Heute ist man auch dabei, die Erzählerhaltung von Kafka mit zur Interpretation heranzuziehen. Das hat der deutsche Romanschriftsteller und Dramatiker Martin Walser mit tiefem Verständnis für die Romane Kafkas in seinem oben genannten Buche getan und ist dabei am entgegengesetzten Ende der Skala angelangt: Kafka wird von Walser als ein mathematisierendes Formtalent und rationaler Techniker interpretiert.

Die beiden zuerst genannten ostdeutschen Kritiker haben an die Vorarbeiten der Deutschen und Amerikaner anknüpfen können. Hermsdorfs Arbeit über Kafka, die sich auf seine Romane beschränkt und auf einer Doktordissertation über dessen Roman *Der Verschollene* (den Max Brod *Amerika* gennant hat) aufgebaut ist, legt dar, dass es dem Künstler Kafka darum ging, die Wahrheit hinter der Wirklichkeit zu finden, aber er spricht ihm dann ein Verständnis für die Verhältnisse und Umstände seines Daseins einfach ab, ja, er spricht mit Bezug auf die Detailbeschreibung in seinen Romanen von einer "Erkenntniskrise" des Dichters. Helmut Richter tut den nächsten Schritt in der Rehabilitierung Kafkas in der Literaturwissenschaft jenseits des Eisernen Vorhangs. An Hermsdorf anschliessend, aber ohne Untersuchung des "historisch-biographischen Tatsachenmaterials" und "Erörterung der ästhetischen Ansichten Kafkas" will er das Gesamtwerk Kafkas als Kunstwerk werten. Dass es sich dabei um eine stark marxistische Tönung handelt, ist nicht verwunderlich. So zeigt sich ihm im *Urteil* "der Reflex einer Gesellschaftsordnung, die den Menschen, der ihr keinen äusseren und inneren Widerstand entgegensetzen kann, entweder menschlich verkümmern lässt oder ihn gerade durch sein Streben nach einem wirklich menschlichen Leben korrumpiert." (S. 111) *Die Verwandlung* enthält als "Lebensproblematik" die "Gefährdung der Menschlichkeit durch die Anforderungen des bürgerlichen Erwerbslebens." (S. 117) Dabei spricht er in seinen Anmerkungen allen bürgerlichen Interpreten, wie etwa Tauber oder Emrich, jedes tiefere Verständnis für Kafkasche Gesellschaftskritik ab. —Werner Neuse

Professor Neuse is Chairman of the Department of German and and Director of the German Summer School.

LOOKING BACK . . .

Ernest Hemingway, *A Moveable Feast*, Scribners, 1964, $4.95.

Hemingway pays tribute to a love that many of us have had, the crystalline and capricious city on the Seine that is Paris. The book is essentially a collection of reminiscences concerning the years 1921 to 26 (when I was intermittently there) but written long after, from 1957-60. It has the quality of a first love, but the venom of Papa's mature years in his opinions of people affects what might have been simply charming.

The American expatriate of the 20's in Paris was a naive guest and not a citizen. His life was that of a mollusk or orchid growing independently but on a delightful support. The inflation that accompanied the period after World War I made living for the American inexpensive, which has certainly not been true for some time. There are many worlds in Paris to Parisians and these might be subdivided into *arrondissements* and then into squares. There have always been two worlds for Americans, the Ritz Bar on the Right Bank and the Cafe de Dome on the Left. Scott Fitzgerald felt comfortable on the former, Ernest Hemingway on the latter. This might in some way be a key to their final estrangement.

A lack of humour and sensitivity causes Hemingway to recall, derisively, the trip from the south of France with Scott Fitzgerald. The author of *The Great Gatsby* proved to be a man of courage in ekeing out a living to pay for the care of his insane wife and his daughter's education while sick and neglected in Hollywood. To write of Fitzgerald's hypochondria after his death seems beyond the pale even in a world of no holds barred. His observations regarding Zelda's determination to destroy Scott are hardly fresh.

Hemingway writes of racing but admits that just betting on horses at the track is not "going racing." Despite the fact that this was the age of Epinard, of Barnevelt and Tourbillion, he rarely mentions a horse by name. They are like the equine "vegetables" of Arcaro. I cannot imagine a horse without his or her name: Man of War, Regret, Native Dancer by Polynesian out of Feisha, Little Teamaker, Kelso, and Santa Claus. The names are the horses themselves and I expect to call and have them answer—whilst grazing in the Elysian fields. He turns in boredom with betting to an interest in bicycle racing and I have often felt that the appearance of Paul Morand's *Ouvert le Nuit* which treats of a six day race in Paris was an influence on his interest and style.

Throughout the book are accounts of meetings with Sylvia Beach, Pascin, Ezra Pound, Wyndham Lewis, Ernest Walsh, James Joyce, Ralph Cheever Dunning, as well as an interesting definition of the term *Une Generation Perdue*. The people are rarely seen definitively, but chiefly in terms of their mannerisms, and particularly their physical appearances. A man of definite prejudices, the author closes the book with definitions of the pilotfish who is the discoverer of a place that the rich will follow and ruin. This apprehension makes him seem like one insistent on an unspoiled Vermont. It may be recalled that at Key West and elsewhere Ernest formed his own coterie and his earnings certainly did not mark him as impoverished.

The weaknesses of the book, and they might equally be thought of as strengths, are those of the writer. He is a picaresque novelist, a Cervantes brought up to date, seeing himself as a physically fit individual, the hero of his own works, with the gift of a graphic style derived from journalism. He was guilty of self-deception, as are many artists, and it is difficult to think of art creation without this flaw. For Hemingway was a Romantic and a cultist of the brave deed, the coup, the great event. He is one with Jeb Stuart, George Custer at the Little Big Horn, General Boulanger on horseback, Theodore Roosevelt at San Juan Hill and in Africa, General McArthur in Korea. If one cannot win, one should look well dying. Hemingway wrote of death as "that small but necessary business at the end." He also stated, "But once we have a war there is only one thing to do. It must be won. For defeat brings worse things than anything can ever happen in war." As to whether Hemingway died well, this reviewer remains silent. The novelist's adversaries were always full-sized: whole regimes rather than battalions, the elephant rather than the chamois, the shark rather than the bonefish. The final defeat of death is always in his eyes; he flirts with it and his own surrender came at the time of the loss of his physical vitality. To use a military term he was logistically inadequate.

I have perhaps seemed carping, but on the other hand, consider this vignette given to us after we felt him finished:

> "When spring came, even the false spring, there were no problems except where to be happiest. The only thing that could spoil a day was people and if you could keep from making engagements, each day had no limits. People were always the limiters of happiness except for the very few that were as good as spring itself. In the spring mornings I would work early while my wife still slept. The windows were open wide and the cobbles of the street were drying after the rain. The sun was drying the wet faces of the houses that faced the window. The shops were still shuttered. The goatherd came up the street blowing his pipes and a woman who lived on the floor above us came out onto the sidewalk with a big pot. The goatherd chose one of the heavy-bagged, black milk-goats and milked her into the pot while his dog pushed the others onto the sidewalk. The goats looked around, turning their necks like sight-seers. The goatherd took the money from the woman and thanked her and went on up the street piping and the dog herded the goats on ahead, their horns bobbing. I went back to writing and the woman came up the stairs with the goat milk. She wore her felt-soled cleaning shoes and I only heard her breathing as she stopped on the stairs outside our door and then the shutting of her door. She was the only customer for goat milk in our building."

Simple is as simply has been done and the magic still lives.

—Arthur K. D. Healy

Professor Healy is Chairman of the Department of Fine Arts and a noted painter.

Leonard Woolf, *Beginning Again: An Autobiography of the Years 1911 to 1918*, Harcourt, Brace & World, 1964, $4.95.

Leonard Woolf has been both historian, in *After the Deluge* and *Principia Politica*, and novelist, in *A Village In the Jungle*. *Beginning Again*, the third volume in a distinguished autobiography, confirms again the view that he is a literary figure in his own right and not just the husband of a major twentieth-century novelist, Virginia Woolf. The first two volumes, *Sowing* (1880–1904) and *Growing* (1904–1911), are an account of the author's childhood, his life as a student at Cambridge, and his work as a civil servant in Ceylon.

The present volume consistently sounds the *lacrimae rerum* note:

> There always were, as my nurse and Virgil said, lacrimae rerum, tears before evening. The use of the word rerum in the plural, by Virgil shows that tears were the same 2000 years ago as they are today; 'tears for things,' Virgil says, not for any particular thing—just tears before evening, as my nurse said.

The author's stance is that of mourner beside the grave of a civilization which he sees as having been interred by the outbreak of what came to be called the "Great War." He offers abundant evidence that such a point of view is not one he maintains idly. The world of the nineteenth century is beautifully evoked in his account of the life at Asham House in Sussex, which he and Virginia leased in 1912, and which provided descriptive details for her story, "Haunted House." A shepherd's wife, Mrs. Funnell, who "did" for them, making beds, cleaning, and washing, offers him an example of the continuity and value of the English rural tradition: "Within the limits of her profound ignorance of the world outside a four-mile radius from her cottage . . . she had sagacity, curiosity, intelligence."

One of the more interesting aspects of the book is his careful and detailed account of the mental illness under which his wife labored almost from the beginning of their marriage through her suicide by drowning in 1941. The full extent and nature of this illness has not been previously recorded. It seems remarkable that her ability to create was not destroyed by suffering. Repeated hallucinatory experiences, acute guilt and consequent refusal to eat, and several suicide attempts are part of the account. But, on the other hand, Septimus Smith in *Mrs. Dalloway* could probably not have been represented so tellingly if Virginia Woolf had not been able to transform her own experience of madness into art.

Beginning Again includes portraits of a host of well known figures of the intellectual, literary, and political life of the period. Here are Duncan Grant, Clive, Quentin, and Vanessa Bell, Roger Fry, Lytton Strachey, Maynard Keynes, H. G. Wells, G. B. Shaw, T. S. Eliot, Morgan Forster, Beatrice and Sidney Webb, Arnold Bennett, David Garnett, Aldous Huxley, Rose Macaulay, Katherine Mansfield, Lady Ottoline Morrell, J. Middleton Murry, and W. B. Yeats. They form a glittering constellation through which the Woolfs move at ease, although Arnold Bennett is rather disarming at a dinner party given by Mr. and Mrs. H. G. Wells for the Shaws and the Woolfs. Leonard Woolf had reviewed Bennett's *Lord Raingo* rather unfavorably in the *Nation*. As they sat down to dinner, Bennett fixed him with his glittering eye, and said, with his characteristic stutter, "W-w-woolf d-d-does not l-l-like my novels."

Of all these giants, T. S. Eliot, whose *The Waste Land* was first published under the imprint of the Woolfs' Hogarth Press, emerges as perhaps the most engaging, once they had penetrated his formality, caution, and inhibition. Leonard Woolf includes a poem of Eliot's, doubtless hitherto unpublished; it is an acceptance of an invitation to tea:

> Be sure that Possums can't refuse
> A tea with Mrs. Woolf on Tues.
> And eagerly if still alive,
> I'll come to Tea with you at five.
> I'd like to come at half past four
> But have a business lunch before,
> And feel responsibility
> To do some work before my Tea,
> But please don't let the kettle wait
> And keep for me a cup and plate,
> And keep the water on the bile,
> A chair, and (as I hope) a Smile.

Beginning Again bears everywhere the mark of the liberal humanist who finds his civilization increasingly threatened by war and by the almost planned despoliation of the English countryside in the name of industrial progress. The voice which Leonard Woolf projects is genial, urbane, courageous, and enlightened. That voice is not humorless; at least one Sacred Cow among English institutions, the Athenaeum club, serves only one function for Leonard Woolf: "Indeed it sometimes seems to me that I pay 22 guineas a year for the privilege and glory of using its distinguished urinals six or seven times in the year—which works out at the rather heavy cost of round about three guineas a time." The volume closes with Leonard's and Virginia's ceremonial and reverential consumption of Belgian chocolate creams, unavailable during the war, as a symbolic reassertion of the value of life and the good things it offers. Hopefully, *Beginning Again* is not a conclusion; any reader of this volume will want to know more of Leonard and Virginia Woolf and of the continuously fascinating world in which they moved. —GEORGE W. BAHLKE

Mr. Bahlke is Assistant Professor of English.

CHARACTER AND CONDUCT

RUDOLF and MAGOT WITTKOWER, *Born Under Saturn*, Random House, 1963, $7.50.

Born Under Saturn is a book about artists and not about art. The subtitle accurately describes its scope: "The Character and Conduct of Artists: A Documented History from Antiquity to the French Revolution." Though the range of this book is considerable, the writing is never diffuse or vacuous from over-generalization. On the contrary, it is richly detailed and anecdotal, at times even racy and gossipy: inconsequential but delightful tidbits of information enliven nearly every page. For example, in a chapter headed "Extravagance Among the Italians" there is a description of Andrea del Sarto's contribution to a banquet given by an artists' club to which he belonged. It was a model of the Baptistry in Florence made of food: the columns were made of sausages and parmesan cheese, the pavement of multicolored jellies, simulating mosaic, the apse of marzipan; even lasagna was employed in its construction! One is introduced to several extravagant and pleasantly outrageous minor figures, esteemed in their time but now nearly forgotten. One such is the eccentric, Giovan Francesco Rustici (1474-1554), who owned a small private zoo. In it was a porcupine so tame "it stayed under the table like a dog, and sometimes it rubbed against people's legs so that they drew them in very quickly."

But sober subjects are also pursued: patronage, the artist's attitude toward his work, his economic status, his ambitions, feuds, professional jealousies, and the like. We learn that artists as a group are not given to suicide and that in the main they are law-abiding. And yet there were many shady characters, those, for instance, who faked Old Masters and "restored" antiques. Fakery was almost an industry in Italy in the 18th century. The Wittkowers provide us with evidence of a number of swindlers and even a half-dozen guilty of murder. The love-life of the artist is not neglected here. Contrary to common belief, most artists were good family men: some were celibates. But then there were a number who had a colorful and extensive sex life. The authors do not overlook what in the 16th century was called the "the unspeakable vice," namely homosexuality, although to be homosexual was then no barrier to social acceptability. In fact one Giovanantonio Bazzi (1477-1549), who was nicknamed "Sodoma" because of his behavior, was honored by the Pope with a title and sought after by patrons throughout Italy. Evidence leading to the belief that Leonardo da Vinci and Michelangelo were homosexual is reviewed and re-evaluated in the light of recent scholarship.

German scholars are generally admired for their zeal and capacity for research but not often for their presentation and style of writing, which tends to be ponderous, nor for their obsession with theoretical constructions. English scholars often impress us as fundamentally dilettantes who express themselves with grace, wit, and charm. Rudolf Wittkower, who is currently chairman of the Department of Art History and Archaeology at Columbia University, is German-born, but he spent most of his adult

life in England. In *Born Under Saturn* he and his wife combine lucidity and a felicitous style with profundity and learning. They bring together the best aspects of German and English scholarship in a way that wins the respect of the most exacting *savant* and delights and entertains the cultivated non-specialist.

—Robert F. Reiff

Mr. Reiff is Associate Professor of Fine Arts.

Bernard Berelson and Gary A. Steiner, *Human Behavior, An Inventory of Scientific Findings*, Harcourt, Brace & World, 1964, $11.00.

Did you know that

Creativity is not simply a matter of intelligence. A high I. Q. is necessary for creativity in some fields (e.g. nuclear physics), not in others (graphic arts), and is never sufficient. Highly intelligent subjects are found in low creativity groups in virtually every study. (C6)?

The more respected and better liked the officer, and the more he shares deprivations with his men (such as unpleasant tasks, poor food and quarters, dangers, etc.), the better the officer-enlisted man relationship, the more cohesive the military group, the better the men's morale, and the more effective the performance. (E6)?

As a result of prejudice and discrimination, both the majority and the minority group develop a heightened awareness of the minority's distinguishing characteristic(s) that leads to delimited relations and stereotyping on both sides. (D1)?

These are a few of the 1045 "scientific findings" presented in *Human Behavior, An Inventory of Scientific Findings.* The authors set out "to present . . . what the behavioral sciences now know about the behavior of human beings," a virtually impossible undertaking, but they come remarkably close to achieving their aim. An enormous amount of information is summarized, categorized, and served up in carefully numbered statements. A sympathetic reader can run through them and be deeply impressed by the amount of "factual" knowledge about human behavior we possess today. A reader less sympathetic can run through the same material and confirm his suspicion that behavioral scientists spend most of their time discovering the things he already knows intuitively. Each would have some justification for his conclusion; both would have missed the chief value of the book.

The real merit of *Human Behavior* lies in its two introductory chapters, in its definitions, experimental summaries, references to sources, and in the discussions which appear throughout the book. These more than the "factual" data present a picture of the state of the behavioral sciences today, for they take cognizance of problems in devising experiments and collecting data, the built-in limitations and qualifications within which these data must be assessed, problems of language and definition that must be solved, problems of generalization from observed datum to a population, and so forth.

For one who has been out of touch with the behavioral sciences for a decade—or two, or three, but who wishes to be well-informed, this book is ideal. A study of the first two chapters, supplemented perhaps by some of the "selected readings" at the end of Chapter Two, will prepare him to read in detail those sections which interest him. Few readers will want to read the book from beginning to end, though many will have read most of it before putting it down.

—Frederic W. Swift

Mr. Swift is Lecturer in Psychology and Acting Dean of Men.

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J. ROWLAND ILLICK, CHAIRMAN OF THE GEOGRAPHY AND GEOLOGY DEPARTMENT

Answers some questions regarding the intent, methods, activities, and results of work in geography.

GEOGRAPHY AT MIDDLEBURY

Q. What is geography?

A. Geography is concerned with the "what," "where," and "why" of human activities or how people and their activities vary regionally. To explain the differences which exist from place to place over the earth's surface, geographers collect, analyze, and integrate data from both the physical and social sciences. Such physical elements as landforms, climate, soils, fauna, vegetation, mineral resources, and location are examined and interpreted in terms of the distribution of people, their manner of livelihood, and their social and political patterns. Because the interaction of man with his environment is continuous and ever changing geographers seek to understand how world patterns have evolved.

Q. What is the function of a geography program at a liberal arts college such as Middlebury?

A. The liberal arts college is designed to provide broadly cultured and trained students to think rigorously about large and complex issues. Within this framework, the Geography Department has a dual function: (1) to prepare well-trained students for graduate school or business, and (2) to provide instruction in geography for students majoring in other fields. Students of geography are specifically concerned with the manner in which human groups modify their physical, biotic, and cultural environments, and in the way in which the various environments affect man. Geography's interdisciplinary structure is eminently structured to the liberal arts thesis of learning for some of the courses fall within the framework of the sciences while others lie within the social sciences or the humanities.

Q. What goals are established in geographic study and what skills are most useful in attaining the desired goals?

A. Geographers seek primarily to "clothe the map with significance" and to understand the "personality of place." To achieve these objectives, skills in observing, correlating, and interpreting the earth's physical and cultural patterns are developed. The ability to reason to logical conclusions when confronted by a mass of complex data is especially basic. Exploring, analyzing, and presenting interrelated facts and concepts is achieved in numerous ways by the geographer. It may involve oral or written techniques, or statistical, photographic, or cartographic methods.

When a geographer employs such thought processes and tools it strengthens his ability to visualize the "wheres" of the world and deepens his understanding of the "whys" of the action occuring in those places; it also provides him with a keen appreciation of the earth's lands and cultures, a primary essential in the training for national and international citizenship.

Q. When was geography introduced to the Middlebury curriculum?

A. The first geography courses, General Introductory Geography and Economic Geography, were introduced into the Department of Geology in 1922 by Phelps N. Swett. By 1950, sufficient courses had been added that a single instructor was busy with geography alone. Continued growth resulted in 2 full time geographers by 1956. Today the joint Geography-Geology Department is staffed by five men, three in geology (Professors Bruno M. Schmidt, Brewster Baldwin, and Peter J. Coney) and two in geography (Professors J. Rowland Illick, and Vincent H. Malmstrom).

Q. Is there any relationship between Middlebury's setting in the Champlain Valley of Vermont and opportunities for geographic study and research?

A. Few colleges have a more diversified physical landscape within their immediate hinterland. Classes in physical geography are able to examine lake, bog, marsh, valley, and mountain habitats within a 30-minute automobile drive. Igneous, metamorphic, and sedimentary rocks, as well as diverse climate, soil, hydrologic, vegetation, and faunal conditions are found within the study area. Glacial features also abound. Changing rural, urban, transportation and technological patterns provide challenges to the

regional, economic, and political geographer. The continuing interaction between each of these factors provides a rich field for investigation by the regional specialist and planner. Many senior theses have been written on some aspect of Middlebury or its hinterland.

Q. What is the student response to the geography program at Middlebury?

A. Student interest and acceptance of the geography curriculum has been most gratifying. The growth has been particularly strong during the past three years or since the introductory year course was opened to freshmen and has satisfied the social science requirement for graduation. Approximately 250 students are currently enrolled in this course entitled "World Regional Geography." Each of the other geography courses attract from 25 to 70 students. About one third of all Middlebury students are enrolled in geography courses each semester. Approximately 30 students each year elect to concentrate in geography.

Q. What are the areas covered for a major in geography?

A. After the student is introduced to the fundamentals of geography in the World Regional, Physical, and Economic courses, he is trained in the methods of geographic research. Bibliographic, statistical, and field techniques are combined with experience in map and photo interpretation and the personal interview method of data collecting. Acquiring skills in cartographic representation of geographic materials is the next step. At the end of the junior year and continuing through much of the senior program, the student investigates a significant research topic and presents his findings in a carefully written document. Finally, during the senior seminar, an oral presentation of the research, graphically documented, is made before the seniors, the staff, and occasionally, invited experts. This training prepares the student to enter any field of geography.

Q. What are some of the basic problems confronting geographers today?

A. In view of geography's concern with man and the land, the most fundamental problems focus on increasing population densities and a finite physical base. Here are some specific questions. How many people can each part of the world support? How and where can man plan for future settlements, industries, and communication systems? How significant will the oceans be in providing minerals, food, and water in the future? How can the world's resources be used for the advantage of all, and how can inequalities in resources and people be adjusted or provided for in order to eliminate national tensions and war? What patterns will evolve as man enters outer space, and how will the technical revolution alter the man to resource ratio? These are questions that geographers can help to analyze in their capacity as a bridge between the physical and social sciences.

Q. What do students who major in geography do after graduation?

A. Three broad fields are open to geographers: the academic world, government, and business and planning. With the growing national awareness of the significance and usefulness of geography, new positions are being made available to geographically trained persons each year. The academic world, at all levels, continues to attract large numbers of geographers. Government employs members of the profession as map analysts, cartographers, map librarians, surveyers, archivists, and area specialists. Business continues to find the skills of geographers increasingly valuable in the fields of economic, marketing, and location analysis, transportation, promotion and development, cartography, editing and publishing, writing, foundation research, and consulting. City, state, and federal planning agencies provide geographers with expanding opportunities for practical application of their training as regional analysts.

Q. Does the Geography Department cooperate with the village and town of Middlebury or the State of Vermont in solving problems of regional development?

A. Yes. For many years, students and faculty have been active in producing studies of local, urban, and rural problems. Two years ago, when Village and Town planning committees for Middlebury were established, both of the geographers of Middlebury College were appointed to serve with the group. They also act as technical consultants to the Vermont State Planning Commission. An atlas of Vermont Resources is a current research project of the Middlebury Geography Department. Students in the department will have a major share in the completion of this atlas.

Q. What are the future plans of the Geography Department in terms of curriculum, staff, and space?

A. The geography department is currently cooperating with other departments in the Natural Science Division in projecting their curriculum, staff, and space needs in preparation for the construction of a new Science Center and increased student enrollment at Middlebury College within the next five years.

With Our Faculty

By Professor John G. Bowker, Dean of the Faculty
Guest Contributor: Professor Arthur K. D. Healy

FOUR senior professors and department chairmen were named to endowed chairs by President Armstrong last November in recognition of their continued long and distinguished service to the College.

Dr. Donald H. Ballou, who joined the faculty in in 1942 and was promoted to a full professorship in 1956, has now been named "Beman Professor of Mathematics." Dr. Nathan S. S. Beman was among the earliest graduates of Middlebury having received his A.B. degree in the Class of 1807 with Phi Beta Kappa honors. He later earned A.M. and D.D. degrees. In 1824 Middlebury awarded him the LL.D. degree and he became a Trustee of the College in that year. The minutes of the meeting of the Board, August 13, 1872, reveal that at one time Dr. Beman was offered the Presidency of the College and actually served as Acting President on two occasions. He attended Trustees meetings faithfully for nearly fifty years and "exerted an influence for the College healthy and widely felt." He served as pastor of several churches in Maine, New York, and Georgia during his lifetime and was President of Franklin College in Athens, Georgia for a period. When he died in 1871 he left a legacy to the College to establish a "Chair" upon the death of his surviving daughter.

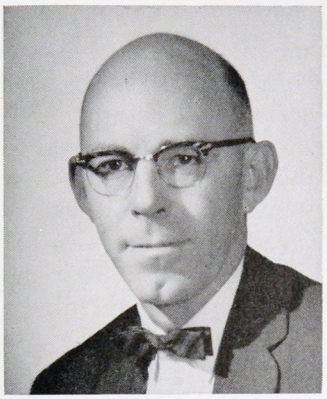
Professor Ballou has been Chairman of the Mathematics Department since 1954. During the year 1951–52 he was appointed a Carnegie Fellow and Visiting Professor at Yale in the Program in General Education. He received his A.B. from Yale and earned his M.A. and Ph.D. at Harvard. Donald is co-author of three mathematics texts which have been widely used. Mrs. Ballou is the former Dorothy Pollard, '29.

Dr. Reginald L. Cook, '24, Rhodes Scholar at Oxford 1926–1928, and a member of the Faculty since 1929, has been named to the Julian W. Abernethy Professorship in American Literature.

Julian Abernethy graduated from Middlebury College in 1876. His legacy received by the College in 1928 provided funds "to be held by the College and invested, and the income thereof to be expended year-

Dr. Ballou

Dr. Cook



Dr. Harnest

Dr. Hitchcock

ly in the purchase of new books, primarily of American Literature, and old books of American Literature, especially pertaining to the Colonial Period,—and for the proper care of this Library." This Library now contains over 10,000 volumes in first edition and with about 1,000 manuscripts and autographed letters of American authors comprises an outstanding collection of American Literature. For the past six years Dr. Grace S. Davis has been full-time curator of the Abernethy Library.

Dr. Abernethy (Yale Ph.D.) was a tutor in English at Middlebury College for the year 1880–81 and the following year was named Professor of English Literature at Adelphi Academy, Brooklyn, New York, a position he held for ten years. He served Middlebury again as Trustee from 1901–1923, the year of his death. The Library contains his own writings on "American Literature," "English Literature," "Correct Pronunciation," and a volume of annotated idioms of Milton, Coleridge, DeQuincy, Dickens, Lowell, and Carlyle.

Another section of Dr. Abernethy's will provided a generous sum "to be held by said Middlebury College for the purpose of founding a Professorship of American Literature in said Middlebury College, the same to be named the J. W. Abernethy Professorship of American Literature, the income and interest of

said sum to be used for the support of such professorship."

It is to this endowed Chair that "Doc" Cook has been named. He has been a full professor since 1932 and, as reported in the last YOUR FAMILY AND MIDDLEBURY, has served as Director of Middlebury's Bread Loaf School of English from 1946 until his resignation last August.

Dr. Albert Davis Mead, a native Vermonter, was a Phi Beta Kappa graduate of Middlebury in the class of 1890. Following several teaching assignments at Clark University, Chicago University, and the Woods Hole Laboratory and the completion of his work for the Ph.D. at Chicago in 1896, he became instructor and within a year, professor, at Brown University where he served until retirement in 1936. He was Vice-President of Brown from 1923–1936 and for many years Trustee of Wellesley College and Middlebury College. It was Dr. Mead who proposed to President Moody that with the growth of the College in the thirties (1937: student enrollment 731, faculty 68) the administration of academic affairs might better be delegated to a divisional organization of the faculty, the divisions to be based upon cognate subject areas. We have continued under a divisional structure since that time and its value in providing the machinery for discussion of controversial issues has been greatly enhanced as the faculty has increased in numbers.

Dr. Mead was a generous benefactor of the College and by vote of the Trustees on January 8, 1949 his bequest was "set up as a permanent fund to be known as the Albert D. Mead Fund, the income to be used toward the support of a Professor of Biology in Middlebury College."

On November 13, 1964, President Armstrong announced the appointment of **Professor Harold B. Hitchcock** to the Chair in Biology established in Dr. Mead's memory. Dr. Hitchcock is a well-known authority on the behavior of bats. His research in the study of migration and sex ratio of hibernating bats has been supported by grants from the National Science Foundation and the American Academy of Arts and Sciences. Dr. Hitchcock has been a member of our faculty since 1943 and has served as Chairman of the Department of Biology since 1947.

Dr. Grant H. Harnest becomes the "John G. McCullough Professor of Chemistry." This Chair was established by gifts of Mrs. John G. McCullough and her son, Dr. Hall Park McCullough. Neither John Griffith McCullough nor Hall Park McCullough were Middlebury undergraduates but both received honorary L.L.D. degrees from Middlebury, the first in 1900 and Hall Park in 1953. Both had distinguished careers as lawyers and each served the College as Trustee for many years.

Dr. Harnest is a graduate of Knox College and joined Professor Voter's staff of graduate fellows in Chemistry in 1937. His Middlebury M.A. in 1939 was followed by a doctorate at the University of Virginia. He then returned to Middlebury as an Instructor in 1943 and became Chairman of the Department upon the death of Professor Voter in 1953. Professor Harnest is chairman of the committee of faculty members which is planning Middlebury's proposed new Science Center.

Other endowed Chairs currently held are the George Adams Ellis Professorship of Liberal Arts, established in 1956, held by Professor Karl L. Anderson of the Economics Department and the John C. Baldwin Professorship of Mathematics and Natural Philosophy, established in 1866, held by the writer.

Campus Calendar

FEBRUARY

25–27 Middlebury Winter Carnival
Thursday: Coronation and Ice Show
Friday: Ski Events, Hockey vs. University of New Hampshire
Saturday: Ski Events, including—Jumping, Ice Show, Klondike Rush

MARCH

3 Hockey vs. Norwich
Freshman Hockey vs. Norwich (Freshmen)
5 Basketball at Vermont
Freshman Basketball at Vermont (Freshmen)
5–6–7 Skiing at St. Lawrence Winter Carnival (E.I.S.U.)
6 Hockey at Hamilton
Basketball vs. R.P.I.
Freshman Basketball vs. R.P.I. (Freshmen)
7 Skiing: Mackenzie Trophy at White Face Mountain (Freshmen)
11–12–13 Drama: "School for Scandal"
14 Concert Lecture Series: Music in Our Times
Mead Memorial Chapel
19–20 Middlebury Conference—Topic: Red China
20 Concert Film: "Shoot the Piano Player"
25 Abernethy Lecture: Dr. Walter Harding
Topic: "The Case of the Walden Stoic—Some Studies in Literary Detection" Wright Theatre at 8:00 P.M.

APRIL

3 Spring Recess Begins
5 Lacrosse at Tufts
6 Lacrosse at M.I.T.
7 Lacrosse at Holy Cross
Baseball at Army
9 Lacrosse at Trinity
Baseball at University of Connecticut
10 Lacrosse at Wesleyan
Baseball at Brandeis
12 Classes Resumed
16 Golf with Wesleyan & Springfield (away)
"In White America"
Off-Broadway production for benefit of Middlebury College Civil Rights Group
17 Track vs. W.P.I.
Concert Film: "Summer Skies"
Lacrosse vs. W.P.I.
19 Baseball vs. St. Lawrence
21 Freshman Track vs. Williams (Freshman)
Lacrosse at Amherst
Track vs. Williams
22 Golf vs. St. Lawrence
Tennis at Clarkson
Baseball vs. Clarkson
23 Tennis at St. Lawrence
24 Baseball at M.I.T.
Track at Trinity
Golf vs. Dartmouth
Freshman Track at Trinity (Freshmen)
Freshman Baseball at R.P.I.
Freshman Lacrosse at R.P.I.
26 Baseball vs. Vermont
Tennis at Vermont
28 Track at R.P.I.
Freshman Track at R.P.I. (Freshman)
Lacrosse vs. University of New Hampshire (Tentative)
Freshman Lacrosse at Dartmouth (Freshmen)
Baseball vs. Williams
29 Baseball at R.P.I.
30 Junior Weekend

Sports

By Max Petersen

Football

Holding true to form, head football coach Duke Nelson turned what appeared to be a losing season into a respectable 3–3–1 campaign last fall, again proving his ability to make do with what he has.

Faced with one of the smallest squads in the history of the school and a lack of experience in the line, Duke and his assistants planned their strategy and played the type of game that would best take advantage of what they did have.

With a couple of breaks in either the Wesleyan game, which the Panthers lost 7–6, or the Norwich contest, which ended in a scoreless tie, Middlebury could have had a winning season against a good slate of opponents.

Wins were posted against Worcester Tech, 20–0; Bates, 15–12, and R.P.I., 30–6. Losses, other than the opener to Wesleyan, were to Williams, 20–0, and to powerful Vermont, 12–0.

The highlight of the season came in the final game against Vermont when a much smaller Panther team held the Catamounts, beaten only once by a tough Massachusetts team, to a scoreless tie the first half only to be worn down by sheer numbers the last half.

Soccer

The soccer team's 8–1 mark was the best in the history of the college and earned the Panthers number one ranking in New England. The team also received an invitation to represent New England in the NCAA Soccer Championships, but it was turned down because of a college ruling regulating post-season play.

Coach Joe Morrone's booters opened the season with a 4–1 win over Vermont and then suffered the only defeat of the season, 3–2 at the hands of Dartmouth in the final minute of the game.

The Panthers then ran off a string of seven straight victories including an important 1–0 upset of Springfield, a real soccer power in New England. Other wins came over M.I.T., 2–1; Union, 7–2; St. Michael's, 2–0; R.P.I., 4–0; Coast Guard, 3–0, and Norwich 3–2.

The 1964 soccer team set six new records at Middlebury. It turned in the best record, posted the most wins in a season, won the most consecutive games, had the most shutouts, four; most consecutive shutouts, three, and allowed the opposition the least number of goals scored, nine.

J. Davis Webb, a right fullback from Denver, Colo., was selected for the second straight year as an All-America, this year to the first team.

Things look good next year for the booters, who will have several veterans back and some good prospects to draw from the freshman team, which turned in a 3–1 record.

Hockey

The varsity hockey team appears to be having a good season with 9 wins in 15 starts, including a 5–2 win over a highly rated Colgate team.

Losses to date were 5–0 to Army, 3–2 in overtime at Princeton, 5–3 and 5–2 defeats by Norwich, 11–3 loss to Dartmouth, and 8–0 to R.P.I. Coach Wendy Forbes is in his first season as coach of the varsity skaters, taking over from Duke, who retired after 18 seasons.

Top scorers for the team are Capt. Tim Carey and Wayne Halliwell. However, Halliwell is lost for the remainder of the season due to a shoulder injury. Sophomore Pete Brown has been outstanding as the Panther goalie allowing just 3.5 goals per game.

Basketball

The basketball team under the guidance of its new coach, James G. Alaimo, has won two games while losing six. As in past years the squad is too small, both in numbers and in height.

The hoopsters do look somewhat improved over last year and still could boost their victory string before the season ends. The Panthers have stayed with the opposition, or at times have held the edge in several of their games only to weaken in the final half because of a shortage of reserve strength.

Wins have been recorded over Sir George Williams at the holiday tournament in Montreal, and over Loyola of Montreal in regular season play. Middlebury suffered losses to Union, Trinity, St. Lawrence, Clarkson, Plattsburgh State, Vermont, Wesleyan, Amherst, St. Michaels and Williams.

Skiing

A shortage of snow this winter at the Snow Bowl and other Vermont areas has left the ski team way behind in training for the winter carnival circuit and the Easterns.

Coach Bobo Sheehan predicted at the start of the season that barring any injuries his team could be the top ski power in the East. Two-time Olympic skier Gordon Eaton is back this year, and will join All-American Peter Ruschp and Roger Buchika to give Middlebury one of the most powerful Alpine squads in the country. Both Eaton and Buchika were recently named to the U.S. National team selected at Vail, Colo.

Leading the Nordic squad are John Brodhead and Pat Wells who took fourth and sixth respectively in the Lyndon Nordics in Vermont and finished seventh and ninth in a field of 120 in cross country competition at Franconia, N.H., recently. Tom Easton placed in the first five in jump competition at Franconia.

Your Family and Middlebury

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EDUCATION BY INITIATIVE

(*Continued from page 5*)

similar effort on the part of the Admissions Office to diversify the student body by visiting more western schools. A Student Association proposal for a semester exchange with a southern Negro college reflects a similar attempt to improve the educational system by facilitating an exchange of ideas with students of different background.

Dormitory housing has also been a major concern of the Student Association this year. Seeking to promote an exchange of ideas between members of different classes, the SA proposed that sophomore, junior and senior men be "integrated" in college dormitories. The resolution passed with the overwhelming support of over 85% of the men.

Informal education has also been sought at the dinner table. One senior recently initiated a "Faculty Table" in the freshman dining room of Proctor Hall. Invited guests have included both professors and members of the Administration. Fraternities have long engaged in a similar approach to informal education. Dinner guests frequently stay for coffee and discussion while at one of the houses they participate in a "Think and Drink" session. Several faculty members often share their views on a previously selected topic of common interest over beer and pretzels during the open-end discussions on Friday evenings.

Student interest in education at Middlebury was placed on a formal basis many years ago with the creation of the Student Educational Policy Committee. The eight man committee evaluated the independent study program last spring and also recommended the institution of a reading period before final examinations. This year the group has dealt with student needs in the library and senior honor's projects.

Through both informal association and para-curricular activities then, Middlebury students are trying to answer some of the questions raised during the impressionable years of college. Education by initiative is certainly not a new phenomenon at Middlebury. Student response to causes, whether of national or local concern, has existed from the University of California at Berkeley to the Green Mountains of Vermont since the first college began. Yet the evident interest in the possibilities for education outside the classroom indicates that perhaps a comment a professor might have made during class has had the desired effect. For without a lasting interest in that variety of education, gained outside the classroom, the student's meaningful education must come to an unfortunate conclusion at the end of his last final examination.

MIDDLEBURY'S LONG-TIME FACULTY

(*Continued from page 6*)

"The idea that the younger one is, the easier it is to learn a foreign language is equally erroneous. It is true that children find it easier than adults to acquire an accurate pronunciation, but adults have many advantages over children which, in the long run, make it easier and not harder to learn a foreign language. The adult, while he may never acquire a good pronunciation, will understand and master more quickly the principles of grammar, shades of meaning, a wider vocabulary, and reading ability.

"The assumption that foreign languages are better taught abroad than in the United States is also erroneous. I, personally, have never seen better teaching of foreign languages anywhere abroad than I have observed in the United States," he concluded.